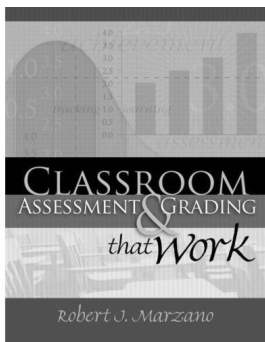


Making Standards Useful in the Classroom



Tentative Findings Reading

| Teacher | School | District | Student |
|---------|--------|----------|---------|
| P50 | P50 | P50 | P50 |
| | | | |
| | | | |
| | | | |
| | | | |

Tentative Findings Reading

| Teacher | School | District | Student |
|---------|--------|----------|---------|
| P50 | P50 | P50 | P50 |
| P84 | P50 | P50 | P60 |
| | | | |
| | | | |
| | | | |

Tentative Findings Reading

| Teacher | School | District | Student |
|---------|--------|----------|---------|
| P50 | P50 | P50 | P50 |
| P84 | P50 | P50 | P60 |
| P98 | P50 | P50 | P70 |
| | | | |
| | | | |

Tentative Findings Reading

| Teacher | School | District | Student |
|---------|--------|----------|---------|
| P50 | P50 | P50 | P50 |
| P84 | P50 | P50 | P60 |
| P98 | P50 | P50 | P70 |
| P50 | P84 | P84 | P57 |
| | | | |

Tentative Findings Reading

| Teacher | School | District | Student |
|---------|--------|----------|---------|
| P50 | P50 | P50 | P50 |
| P84 | P50 | P50 | P60 |
| P98 | P50 | P50 | P70 |
| P50 | P84 | P84 | P57 |
| P50 | P98 | P98 | P63 |

Tentative Findings Mathematics

| Teacher | School | District | Student |
|---------|--------|----------|---------|
| P50 | P50 | P50 | P50 |
| P84 | P50 | P50 | P64 |
| P98 | P50 | P50 | P76 |
| P50 | P84 | P84 | P59 |
| P50 | P98 | P98 | P67 |

Districts and schools must move toward becoming highly reliable organizations regarding specific events that will happen in EVERY classroom.

Weick (1976,1982)

Tightly coupled organizations...

- Clearly defined unit of accountability
- Clearly defined criterion for success
- Clear understanding of what produces success
- Entire system mobilizes when criterion for success is not met

Weick's conclusions...

- Districts and schools are not tightly coupled regarding individual student achievement as the unit of analysis for success

Weick's conclusions...

- Districts and schools are not tightly coupled regarding the criterion of student achievement, **BUT THEY ARE TIGHTLY COUPLED REGARDING...**
- **THE BUS SCHEDULE AND PAYROLL**

Bellamy and Colleagues (2005) Highly Reliable Organizations (HROs)...

Bellamy and Colleagues (2005) Highly Reliable Organizations (HROs)...

- Clearly defined unit of accountability
- Clearly defined criterion for success
- Clear understanding of what produces success
- Entire system mobilizes when criterion for success is not met

Bellamy's conclusions...

- Districts and schools are not tightly coupled regarding individual student achievement as the unit of analysis for success

Bellamy's conclusions...

- Districts and schools are not tightly coupled regarding the criterion of student achievement, **BUT THEY CAN BE IF...**
- **THEY ARE WILLING TO COMMIT TO SPECIFIC ACTIONS THAT ARE DISTRICT-WIDE (OR SCHOOL-WIDE)**

Three Critical Commitments

- Standards-based reporting and formative assessment
- Ensuring effective teaching in every classroom
- Enhancing the academic background knowledge of students who do not have advantaged backgrounds

Each of these ensure certain things occur in every classroom and have a causal relationship with student achievement.

Today we focus on...

- **Standards-based reporting and formative assessment**
- Ensuring effective teaching in every classroom
- Enhancing the academic background knowledge of students who do not have advantaged backgrounds

Which cannot be done without...

- making standards useful in the classroom.

Another title for this presentation could have been...

The most important thing districts can do right now to help classroom teachers

The Importance of Standards

- In the recounting of our nation's drive toward educational reform the last decade of [the 20th] century will undoubtedly be identified as a time when a concentrated press for national educational standards emerged. Glaser and Linn (1993)

The Problem with Standards

- Too much content

If you wanted to teach all of the standards in the national documents, you would have to change schooling from K-12 to K-22 .

- 255 standards across 14 subject areas
- 3,500 benchmarks
- 13,000 hours of class time available
- 9,000 hours of instruction available
- 15,500 hours of instruction needed to cover the 3,500 benchmarks

5 of Over 120 Benchmarks for Lang Arts at 5th Grade

- Apply prior knowledge and experience to make inferences and respond to new information presented in text.
- Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- Describe elements of character development in written works.
- Make inferences or draw conclusions about characters' qualities and actions.
- Participate in creative response to text.

What do we do?

The content in state standards documents must be trimmed down by “at least” 1/3.

- Unpack benchmark statements
- Delete redundant elements
 - Delete elements that can't be measured

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- **Delete elements that can't be measured**

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- Describe elements of character development in written works.
- Make inferences or draw conclusions about characters' qualities and actions.
- Participate in creative response to text.

Other examples of elements that can't be measured

- Explore the use of mathematical patterns.
- Demonstrate interest in reading a variety of genre.
- Make observations of scientific interest?
- Participate in discussions regarding issues of social interest.

The Problem with Standards

- Lack of unidimensionality

“Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.”

- The process of adding whole numbers
- The process of subtracting whole numbers
- The process of multiplying whole numbers
- The process of dividing whole numbers

What do we do?

Pull Out Individual Dimensions and Organize Them into Reporting Topics at Each Grade Level

- 15 or fewer reporting topics per subject, per grade level, per year

Reporting Topics for Lang Arts

- Word recognition and vocabulary
- Reading comprehension
- Literary analysis
- Spelling
- Language mechanics and conventions
- Research and technology
- Evaluation and revision
- Listening comprehension
- Analysis of oral media
- Speaking applications

Many districts like to organize reporting topics into strands.

LANG ARTS STRANDS & TOPICS

- **READING**
 - Word rec & vocab
 - Comprehension
 - Literary analysis
- **LISTENING & SPEAKING**
 - Research and technology
 - Evaluation & revisions
 - Listening comprehension
 - Speaking applications
- **WRITING**
 - Spelling
 - Lang mechanics and conventions

Reporting Topics for Mathematics

- Number sense and number systems
- Operations and estimation
- Addition and subtractions
- Multiplication and division
- Patterns, relations, & functions
- Algebraic representation
- Lines angles and geometric objects
- Transformation, congruency, & similarity
- Measurement systems
- Perimeter, area, & volume
- Data organization
- Probability

MATH STRANDS & TOPICS

- NUMBERS & OPS
 - Number sense & systems
 - Operations & estimation
- COMPUTATION
 - Addition & subtraction
 - Mult & division
- ALGEBRA & FUNCTIONS
 - Patterns, rels, functions
 - Algebraic representation
- GEOMETRY
 - Lines, angles, objects
 - Transformations, congruency, similarity
- MEASUREMENT
 - Measurement systems
 - Perimeter, area, volume
- DATA ANALYSIS & PROBABILITY
 - Data organization
 - Probability

Next step...

For each reporting topic at each grade level identify the specific information and skill that is the target of instruction.

Reporting Topic: Literary Analysis in Reading, Grade 5

- While reading grade appropriate text..
 - Identify implied themes (e.g. observing that the implied theme in “The Emperor’s New Clothes” is the ability to resist peer pressure)
 - Describe the function and effect of common literary devices such as imagery, metaphor, and symbolism (e.g. observing that the purpose of imagery is to put a vivid image in the reader’s head)

Reporting Topic: Data Analysis in Math, Grade 4

- While addressing grade appropriate problems..
 - Collect data using observations or surveys and create tally charts to represent data (e.g. recording the results of an informal class survey on a tally chart)
 - Represent categorical data using tables and graphs (bar graphs, line graphs, line plots) (e.g., representing hair color of students in class on a bar graph)

Reporting Topic: Structure and Function of Cells in Science: Grade 8

- While addressing grade level tasks...
 - Describe the basic processes of cell division and differentiation (e.g. describing how the process of cell division differs between prokaryotic and eukaryotic organisms)
 - Describe the purpose of various specialized cell within multicellular organisms (red blood cells, white blood cells) (e.g. explaining the primary function of red blood cells)

Reporting Topic: Legal Systems in Social Studies, Grade 6

- While addressing grade appropriate problems...
 - Distinguish between criminal and civil law (purpose, types of trials, types of verdicts) (e.g., explaining that the purpose of civil law is to compensate or withhold compensation to the person bringing the civil suit, whereas one purpose of criminal law is to deter other individuals from committing a crime)
 - Describe basic rights of

Reporting Topic: Legal Systems in Social Studies, Grade 6

- While addressing grade appropriate problems...
 - Distinguishing between criminal and civil law (purpose, types of trials, types of verdicts) (e.g., explaining that the purpose of civil law is to compensate or withhold compensation to the person bringing the civil suit, whereas one purpose of criminal law is to deter other individuals from committing a crime)
 - Describe basic rights of defendants and their impact on society in the U.S. (to have counsel, to confront their accuser, to have a fair and speed trial) (e.g., explaining how a child would be affected if forced to testify in open court during a trial of someone accused of killing his parents)

Create a scale or rubric for each reporting topic at each grade level

A generic template for scale (rubric) design

| | |
|---|--|
| 4 | |
| 3 | The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes (THAT WERE EXPLICITLY TAUGHT) |
| 2 | |
| 1 | |
| 0 | |

| | |
|---|---|
| 4 | |
| 3 | The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes |
| 2 | The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes |
| 1 | |
| 0 | |

| | |
|---|---|
| 4 | |
| 3 | The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes |
| 2 | The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes |
| 1 | The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge. |
| 0 | |

| | |
|---|---|
| 4 | |
| 3 | The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes |
| 2 | The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes |
| 1 | The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge. |
| 0 | The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge. |

| | |
|---|---|
| 4 | In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class |
| 3 | The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes |
| 2 | The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes |
| 1 | The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge. |
| 0 | The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge. |

| Scale | |
|-------|---|
| 4 | In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class. |
| 3 | No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught |
| 2 | No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes |
| 1 | With HELP, a partial knowledge of some of the simpler and complex details and processes |
| 0 | Even with help, no understanding or skill demonstrated. |

| Topic Grade 8: Atmospheric Processes & Water Cycle | |
|--|--|
| 4 | |
| 3 | An understanding of: <ul style="list-style-type: none"> •How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes •The effects of temperature and pressure in different layers of Earth's atmosphere |
| 2 | |
| 1 | |
| 0 | |

| Topic Grade 8: Atmospheric Processes & Water Cycle | |
|--|---|
| 4 | |
| 3 | An understanding of: •How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes •The effects of temperature and pressure in different layers of Earth's atmosphere |
| 2 | •Recognize and recall basic terms such as: climactic patterns, atmospheric layers, stratosphere, troposphere . •Recognize or recall isolated details such as: –Precipitation is one of the processes of the water cycle –The troposphere is one of the lowest portions of the earth's atmosphere |

| Topic Grade 8: Atmospheric Processes & Water Cycle | |
|--|--|
| 4 | Infer relationships regarding atmospheric processes and the water cycle |
| 3 | An understanding of: •How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes •The effects of temperature and pressure in different layers of Earth's atmosphere |
| 2 | •Recognize and recall basic terms such as: climactic patterns, atmospheric layers, stratosphere, troposphere. •Recognize or recall isolated details such as: –Precipitation is one of the processes of the water cycle –The troposphere is one of the lowest portions of the earth's atmosphere |
| 1 | |
| 0 | |

Three Types of Items Uses When Designing Assessments

- Level 2 items: *Simpler details and processes that have been explicitly taught.*
- Level 3 items: *Complex ideas and processes that have been explicitly taught.*
- Level 4 items: *Inferences and applications that go beyond what was taught*

Level 2.0 Items for Science Test on Atmospheric Processes & Water Cycle

- Briefly define the following terms: climactic pattern, atmospheric layers, stratosphere
- Identify which of the following statements are true:
 - The atmosphere is between the troposphere and the stratosphere
 - The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.
 - The temperature of the Earth's atmosphere varies with altitude.

Level 3.0 Items for Science Test on Atmospheric Processes & Water Cycle

- Explain how evaporation affects the climactic pattern in areas around large bodies of water, like the shoreline communities of Lake Michigan
- Assume that a weather balloon traveled up into the stratosphere. Explain what would happen as it progresses through the various layers of the atmosphere

Level 4.0 Item for Science Test on Atmospheric Processes & Water Cycle

- Complete the following analogy and explain why it is accurate: condensation is to evaporation as _____ is to _____.

Patterns of Responses

- Student answers L2 items correctly but not L3 and L4 items.
- Student answers L2 and L3 items correctly but not L4
- Student misses all items, but with help can answer some correctly
- Students misses all items even when helped

Patterns of Responses

- Student answers L2 items correctly but not L3 and L4 items. (2.0)
- Student answers L2 and L3 items correctly but not L4 (3.0)
- Student misses all items, but with help can answer some correctly (1.0)
- Students misses all items even when helped (0.0)

The complete scale allows for half-point scores (3.5, 2.5, 1.5, .5)

Scale

| | |
|---|---|
| 4 | In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class. |
| 3 | No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught |
| 2 | No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes |
| 1 | With HELP, a partial knowledge of some of the simpler and complex details and processes |
| 0 | Even with help, no understanding or skill demonstrated. |

Scale

| | |
|---|--|
| 4 | In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class. |
| | <i>3.5 In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.</i> |
| 3 | No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught |
| | <i>2.5 No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes.</i> |
| 2 | No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes |
| | <i>1.5 Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</i> |
| 1 | With help, a partial knowledge of some of the simpler and complex details and processes. |
| | <i>.5 With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.</i> |
| 0 | Even with help, no understanding or skill demonstrated. |

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

Total for section=

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Total for section=

C. Item 15-16

Two items that asks for application in novel situations that go beyond what was explicitly taught

Total for section=

Total /100

| | |
|---|------------------------|
| A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | Total for section= /40 |
| B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | Total for section= /40 |
| C. Item 15-16 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | Total for section= /20 |
| Total | /100 |

| | |
|---|---|
| A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | Total for section= /40 All correct + |
| B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | Total for section= /40 Two correct + |
| C. Item 15-16 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | Total for section= /20 None correct |
| Total | /100 |

| | |
|---|---|
| A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | Total for section= 40/40 All correct + |
| B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | Total for section= 20/40 Two correct + |
| C. Item 15-16 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | Total for section= 0/20 None correct |
| Total | 60/100 |

| | |
|---|---|
| A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | Total for section= 70/70 All correct + |
| B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | Total for section= 10/20 Two correct + |
| C. Item 15-16 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | Total for section= 0/10 None correct |
| Total | 80 |

| | |
|---|---|
| A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | Total for section= 20/20 All correct + |
| B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | Total for section= 20/40 Two correct + |
| C. Item 15-16 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | Total for section= 0/40 None correct |
| Total | 40 |

Let's try it using the scale.

| | | |
|---|----------------------|---|
| A. Items 1-10 Level 2.0 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | <input type="text"/> | |
| | All correct | + |
| B. Items 11-14 Level 3.0 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | <input type="text"/> | |
| | Two correct | + |
| C. Item 15-16 Level 4.0 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | <input type="text"/> | |
| | None correct | |
| Rubric Score: | | |

| | | |
|---|----------------------|---|
| A. Items 1-10 Level 2.0 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught | <input type="text"/> | |
| | All correct | + |
| B. Items 11-14 Level 3.0 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught. | <input type="text"/> | |
| | Two correct | + |
| C. Item 15-16 Level 4.0 Two items that asks for application in novel situations that <u>go beyond</u> what was explicitly taught | <input type="text"/> | |
| | None correct | |
| Rubric Score:2.5 | | |

Cizek (2007)

State test for a large Midwestern state: $rel = .87$

Subscales: estimation and mental computation, geometry, measurement, number and number relations, patterns, algebra, problem solving

Subscale reliabilities = .33 to .57

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State test for a large Midwestern state: $rel = .87$

Subscales: estimation and mental computation, geometry, measurement, number and number relations, patterns, algebra, problem solving

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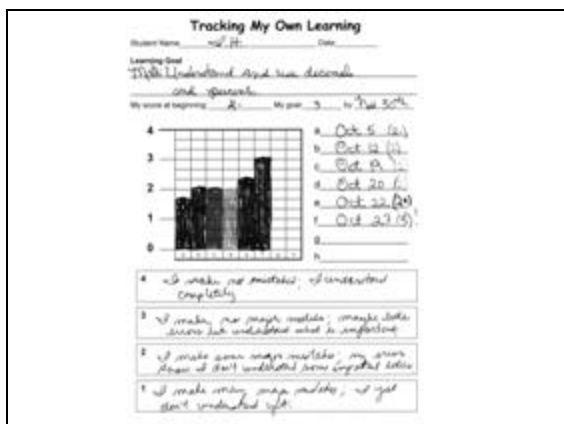
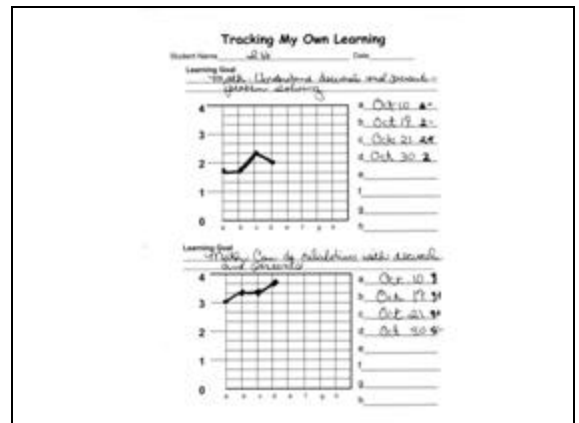
Reliability of differences scores = .015

...it ...might be that the dependability of conclusions about differences in subarea performance is nearly zero. In many cases, a teacher who flipped a coin to decide whether to provide the pupil with focused intervention in algebra (heads) or measurement (tails) would be making the decision about as accurately as the teacher who relied on an examination of subscore differences for the two areas.

Some interesting things we've learned along the way.

Three basic techniques for assessing students and keeping track of their progress

Technique #1:
Design all assessments so that they represent the full range of scores on the scale.

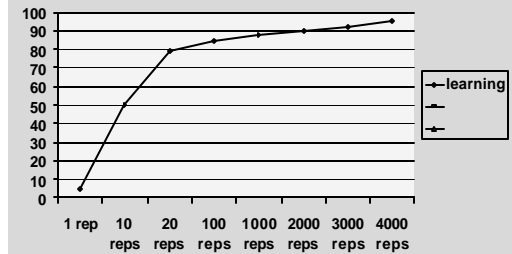


| Topic Scores for 3 Students | | |
|-----------------------------|-----|-----|
| 2.0 | 3.0 | 2.0 |
| 1.5 | 2.0 | 1.0 |
| 2.0 | 2.0 | 1.5 |
| 3.0 | 2.5 | 2.0 |
| 2.5 | 3.0 | 2.0 |
| 3.0 | 2.0 | 2.5 |
| 3.0 | 3.0 | 3.0 |
| 2.5 | 2.5 | 3.0 |
| 3.0 | 3.0 | 3.5 |
| 3.0 | 3.0 | 3.0 |

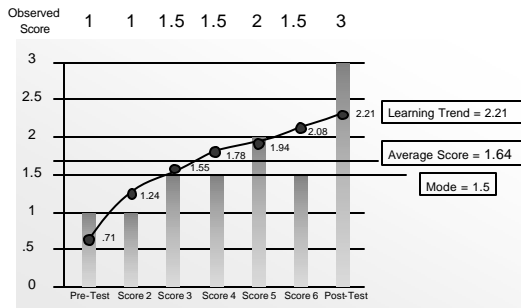
Averages and Trend Scores

| | Student 1 | Student 2 | Student 3 |
|-------------|-----------|-----------|-----------|
| | 2.0 | 3.0 | 2.0 |
| | 1.5 | 2.0 | 1.0 |
| | 2.0 | 2.0 | 1.5 |
| | 3.0 | 2.5 | 2.0 |
| | 2.5 | 3.0 | 2.0 |
| | 3.0 | 2.0 | 2.5 |
| | 3.0 | 3.0 | 3.0 |
| | 2.5 | 2.5 | 3.0 |
| | 3.0 | 3.0 | 3.5 |
| | 3.0 | 3.0 | 3.0 |
| Average | 2.55 | 2.60 | 2.35 |
| Trend Score | 3.00 | 2.71 | 3.00 |

Power Law



Power Law



In search of the "true score"

- Observed Score = True Score + Error
- SAT SEM = 33 points
- GRE SEM = 45 points

- **Assessment:** anything you do to gather information about a student's status on some dimension of knowledge
- **Evaluation:** a judgment about a student's status based on an assessment
- **Measurement:** mapping an evaluation onto some scale representing status on some knowledge dimension.
- **Scores:** the points along the scale

There is no such thing as a valid or reliable test; there is only valid or reliable use of the information gleaned from a test.

David Frisbie: Past President of NCME

Technique #2:
Starting with level 2.0 design
assessments so that they
represent one level only of the
scale.

Technique #3:
Begin with a comprehensive
pretest covering all values of the
scale and then individualize
after that.

Student #1

| | |
|-----|--|
| 1.0 | |
| | |
| | |
| | |
| | |

| | |
|-----|--|
| 1.0 | |
| 1.5 | |
| | |
| | |
| | |

| | |
|-----|--|
| 1.0 | |
| 1.5 | |
| 2.0 | |
| | |
| | |

| | |
|-----|--|
| 1.0 | |
| 1.5 | |
| 2.0 | |
| 2.5 | |
| | |

| | |
|------------|--|
| 1.0 | |
| 1.5 | |
| 2.0 | |
| 2.5 | |
| 3.0 | |

| | |
|------------|------------|
| 1.0 | 3.5 |
| 1.5 | |
| 2.0 | |
| 2.5 | |
| 3.0 | |

| | |
|------------|------------|
| 1.0 | 3.5 |
| 1.5 | 3.5 |
| 2.0 | |
| 2.5 | |
| 3.0 | |

Student #2

| | |
|-----|--|
| 2.5 | |
| | |
| | |
| | |
| | |

| | |
|------------|--|
| 2.5 | |
| 3.0 | |
| | |
| | |
| | |

| | |
|------------|--|
| 2.5 | |
| 3.0 | |
| 3.5 | |
| | |
| | |

| | |
|-----|--|
| 2.5 | |
| 3.0 | |
| 3.5 | |
| 4.0 | |
| | |

Student #3

| | |
|-----|--|
| 3.5 | |
| | |
| | |
| | |
| | |

| | |
|-----|--|
| 3.5 | |
| 4.0 | |
| | |
| | |
| | |

For any given student you
use...
as many or as few assessments
as are needed to make a valid
and reliable judgment.

Student #1

| | |
|-----|-----|
| 1.0 | 3.5 |
| 1.5 | 3.5 |
| 2.0 | |
| 2.5 | |
| 3.0 | |

Student #2

| | |
|-----|--|
| 2.5 | |
| 3.0 | |
| 3.5 | |
| 4.0 | |
| | |

Student #3

| | |
|-----|--|
| 3.5 | |
| 4.0 | |
| | |
| | |
| | |

Three Techniques

1. All assessments address the full range of the scale
2. Starting with level 2.0 assessments address one level only
3. Pretest that addresses the full range of the scale and then individualize from there on

Some interesting things we've learned along the way.

Have students flesh out the meaning of the scale.

| | |
|---|--|
| 4 | |
| 3 | I know it just the way my teacher taught it. |
| 2 | |
| 1 | |
| 0 | |

| | |
|---|---|
| 4 | |
| 3 | I know it just the way my teacher taught it. |
| 2 | I know some of the simpler stuff but can't do the harder parts. |
| 1 | |
| 0 | |

| | |
|---|---|
| 4 | I know it even better than my teacher taught it. |
| 3 | I know it just the way my teacher taught it. |
| 2 | I know some of the simpler stuff but can't do the harder parts. |
| 1 | |
| 0 | |

| | |
|---|---|
| 4 | I know it even better than my teacher taught it. |
| 3 | I know it just the way my teacher taught it. |
| 2 | I know some of the simpler stuff but can't do the harder parts. |
| 1 | With some help I can do it. |
| 0 | |

| | |
|---|---|
| 4 | I know it even better than my teacher taught it. |
| 3 | I know it just the way my teacher taught it. |
| 2 | I know some of the simpler stuff but can't do the harder parts. |
| 1 | With some help I can do it. |
| 0 | Even with help I can't do it. |

Reporting Topic: Literary Analysis in Reading, Grade 5

- Score 3.0: While reading grade appropriate text...
 - Identify implied themes (e.g. observing that the implied theme in “The Emperor’s New Clothes” is the ability to resist peer pressure)
 - Describe the function and effect of common literary devices such as imagery, metaphor, and symbolism (e.g. observing that the purpose of imagery is to put a vivid image in the reader’s head)

Reporting Topic: Literary Analysis in Reading, Grade 5

- Score 3.0: While reading grade appropriate text...
 - Explain what is happening in the story and show which parts tell you what is happening.
 - Explain that imagery, metaphor, and symbolism are different ways authors interest readers. Be able to show examples of these in stories and explain how they help the story.

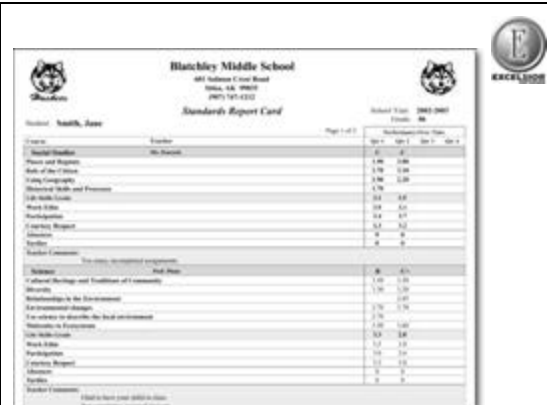
Some interesting things we’ve learned along the way.

Gradually release responsibility
for students demonstrating
different levels of competence
for a given reporting topic.

Some interesting things we've
learned along the way.

Use common items as
opposed to common
assessments.

3.00 - 4.00 = A
2.50 - 2.99 = B
2.00 - 2.49 = C
1.50 - 1.99 = D
Below 1.50 = F



Blatchley Middle School
401 Hudson Court Road
Sitka, AK 99833
(907) 745-4332

Student: **Smith, Jane** School Year: **2002-2003** Grade: **6B**

Page 1 of 2

| Standard | Score | 3.00 - 4.00 | 2.50 - 2.99 | 2.00 - 2.49 | 1.50 - 1.99 | Below 1.50 |
|----------------------------------|-----------------------------|-------------|-------------|-------------|-------------|------------|
| 1. Social Studies | | | | | | |
| History and Geography | 3.00 | | | | | |
| History of the United States | 3.00 | | | | | |
| History of Alaska | 3.00 | | | | | |
| Physical Science and Environment | 3.00 | | | | | |
| Life Skills | 3.00 | | | | | |
| Health Education | 3.00 | | | | | |
| Physical Education | 3.00 | | | | | |
| Character Education | 3.00 | | | | | |
| Teacher Comments: | See next page for comments. | | | | | |
| 2. Science | | | | | | |
| Physical Science and Environment | 3.00 | | | | | |
| Life Skills | 3.00 | | | | | |
| Health Education | 3.00 | | | | | |
| Physical Education | 3.00 | | | | | |
| Character Education | 3.00 | | | | | |
| Teacher Comments: | See next page for comments. | | | | | |

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Sitka High School
1000 School Street
Sitka, AK 99833
(907) 745-4332

Student: **Smith, Jack** School Year: **2002-2003** Grade: **6B**

Page 1 of 2

| Standard | Score | 3.00 - 4.00 | 2.50 - 2.99 | 2.00 - 2.49 | 1.50 - 1.99 | Below 1.50 |
|----------------------------------|-----------------------------|-------------|-------------|-------------|-------------|------------|
| 1. Social Studies | | | | | | |
| History and Geography | 3.00 | | | | | |
| History of the United States | 3.00 | | | | | |
| History of Alaska | 3.00 | | | | | |
| Physical Science and Environment | 3.00 | | | | | |
| Life Skills | 3.00 | | | | | |
| Health Education | 3.00 | | | | | |
| Physical Education | 3.00 | | | | | |
| Character Education | 3.00 | | | | | |
| Teacher Comments: | See next page for comments. | | | | | |
| 2. Science | | | | | | |
| Physical Science and Environment | 3.00 | | | | | |
| Life Skills | 3.00 | | | | | |
| Health Education | 3.00 | | | | | |
| Physical Education | 3.00 | | | | | |
| Character Education | 3.00 | | | | | |
| Teacher Comments: | See next page for comments. | | | | | |

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